GATHER AND FOCUS: *Whose Mommy is This?*  
(Slides 1 – 7)
GATHER AND FOCUS: *Whose Mommy is This?*  
(Slides 1 – 7)
The past fifteen years of research have shown a shift in terminology from parent involvement to family involvement due to the different family make-ups in today’s society.


GATHER AND FOCUS: *Whose Mommy is This?* (Slides 1 – 7)
GATHER AND FOCUS: *Whose Mommy is This?*  
(Slides 1 – 7)
Whose Family Is This?

Whose family has a fun vacation planned soon?

Whose family had someone graduate this year?

GATHER AND FOCUS: Whose Mommy is This? (Slides 1 – 7)
GATHER AND FOCUS: Whose Mommy is This? (Slides 1 – 7)
Whose Family Is This?

Whose family has had someone get married recently (or will soon)?

Whose family has had something else exciting happen to them recently?

GATHER AND FOCUS: Whose Mommy is This? (Slides 1 – 7)
SESSION AGENDA: *What Are We Going to Do?*  
(Slide 8)
REFLECTION: *Increasing Family Involvement: What You Already Do* (Slide 9)
Whose family has children who are more likely to fall behind in their academics?

Families who do not know what is happening at school.


ACTIVITY #1: Communication (Slides 10 – 17)
ACTIVITY #1: Communication (Slides 10 – 17)

How can we communicate with families to encourage the alignment with rituals and routines at home and rituals and routines at school?

- Family Handbook
- Parent Contract
- Newsletters
ACTIVITY #1: Communication (Slides 10 – 17)

Family Handbook

Do you have a family handbook?
What does it include?

Parent Contract

Do you have a parent contract?
What does it look like and include?
Newsletters

- At least monthly
- Calendar events
- Learning topics
- Activities to do at home

ACTIVITY #1: *Communication* (Slides 10 – 17)
How can we provide families with information regarding social services available in the community?

Community Board

- Information about child services available through community agencies

ACTIVITY #1: Communication (Slides 10 – 17)
Whose family has higher-achieving children than other families?

Families who maintain frequent contact with the school (over those parents who have less frequent contact).


ACTIVITY #1: Communication (Slides 10 – 17)
ACTIVITY #1: Communication (Slides 10 – 17)
ACTIVITY #1: Communication (Slides 10 – 17)

What can the Center Director Do to Support Conferencing?

- Provide families with opportunities to connect with teachers
- Schedule center-wide conference opportunities
- Allow for quarterly conferences
ACTIVITY #2: *Books at Home* (Slides 18 - 22)
Whose family has access to children’s books on a daily basis?

Children in centers with GREAT directors!
Families can be asked to read to their children for 15-30 minutes each night.

ACTIVITY #2: Books at Home (Slides 18 - 22)
The earlier a parent began reading to their child, the higher the child’s emergent reading level was at the end of kindergarten.


**ACTIVITY #2: Books at Home (Slides 18 - 22)**
ACTIVITY #2: Books at Home (Slides 18 - 22)
ACTIVITY #2: Books at Home (Slides 18 - 22)
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)

What family characteristic has the most impact and is the strongest predictor of achievement?

A child’s **home environment** has more impact on achievement than any other factor.

We can influence a child’s **home environment** by providing families with opportunities to acquire knowledge and skills to create rich learning environments at home.

**ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)**
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)

### Which Animal Are You?

Choose the animal that most relates to you...

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Animal</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a tiger</td>
<td>I am a tiger</td>
<td></td>
</tr>
<tr>
<td>I am an elephant</td>
<td>I am an elephant</td>
<td></td>
</tr>
<tr>
<td>I am a monkey</td>
<td>I am a monkey</td>
<td></td>
</tr>
<tr>
<td>I am a giraffe</td>
<td>I am a giraffe</td>
<td></td>
</tr>
<tr>
<td>I am a daisy</td>
<td>I am a daisy</td>
<td></td>
</tr>
<tr>
<td>I am a cheetah</td>
<td>I am a cheetah</td>
<td></td>
</tr>
<tr>
<td>I am a jaguar</td>
<td>I am a jaguar</td>
<td></td>
</tr>
</tbody>
</table>

---

Note: This activity is part of a series of slides designed to engage families in educational workshops. Each slide offers a choice of animals, allowing participants to select the animal that best reflects their personality or situation. The goal is to make the learning experience fun and interactive, encouraging family participation and engagement in educational content.
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
ACTIVITY #3: *Hosting Family Workshops* (Slides 23 - 37)
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)

**Literacy Lesson: Crazy Alphabet**

Directions: Use the following alphabet to write your name.

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>α</td>
<td>β</td>
<td>χ</td>
</tr>
<tr>
<td>δ</td>
<td>ε</td>
<td>φ</td>
</tr>
<tr>
<td>γ</td>
<td>η</td>
<td>ι</td>
</tr>
<tr>
<td>ι</td>
<td>κ</td>
<td>λ</td>
</tr>
<tr>
<td>μ</td>
<td>ν</td>
<td>ο</td>
</tr>
<tr>
<td>π</td>
<td>θ</td>
<td>ρ</td>
</tr>
<tr>
<td>σ</td>
<td>τ</td>
<td>υ</td>
</tr>
<tr>
<td>ω</td>
<td>ϛ</td>
<td>ϖ</td>
</tr>
<tr>
<td>ς</td>
<td>ρ</td>
<td></td>
</tr>
</tbody>
</table>

31
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
I made a snowball out of snow.

ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
ACTIVITY #3: Hosting Family Workshops (Slides 23 - 37)
ACTIVITY #3: *Hosting Family Workshops* (Slides 23 - 37)

“I’ve learned that reading is not just picking up a book, but that it is also an interactive family event.”